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ABSTRACT

The Growing Up Strong (GUS) program, a mental wellness and substance abuse prevention program, is based on the assumption that all children need a sense of belonging, heightened self-esteem, life skills development, and a positive self-concept. The American Indian Supplement was designed for use in conjunction with preschool, kindergarten and first grade, or second and third grade GUS program materials in predominantly American Indian classrooms or mixed classrooms of Indian and non-Indian students. The teacher's guide, designed for both Indian and non-Indian teachers, begins by explaining GUS's multicultural approach to prevention and by presenting research findings on the effectiveness of GUS with American Indian preschoolers. The next sections present guidelines for implementing GUS, involving the family, and integrating culturally sensitive learning experiences in the curriculum. Nine learning experiences, including running message relays, visual journals, traditional foods, group decision making, story telling, native languages, stress management, craft demonstrations, and community role models, are detailed. For each learning activity, the relevant curriculum area is indicated, objectives are listed, procedures are outlined, and reinforcement activities are suggested. Finally, bibliographies of 16 books for teachers and 15 for children and a list of 8 organizational resources are provided. GUS promotional materials are also included. (AC)

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GROWING UP STRONG™

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American Indian Supplement
Preschool Through Third Grade

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Prevention Section, Oklahoma State Department of Mental Health and Substance Abuse Services

Developed by:
Center for Child and Family Development
Public Responsibility and Community Affairs
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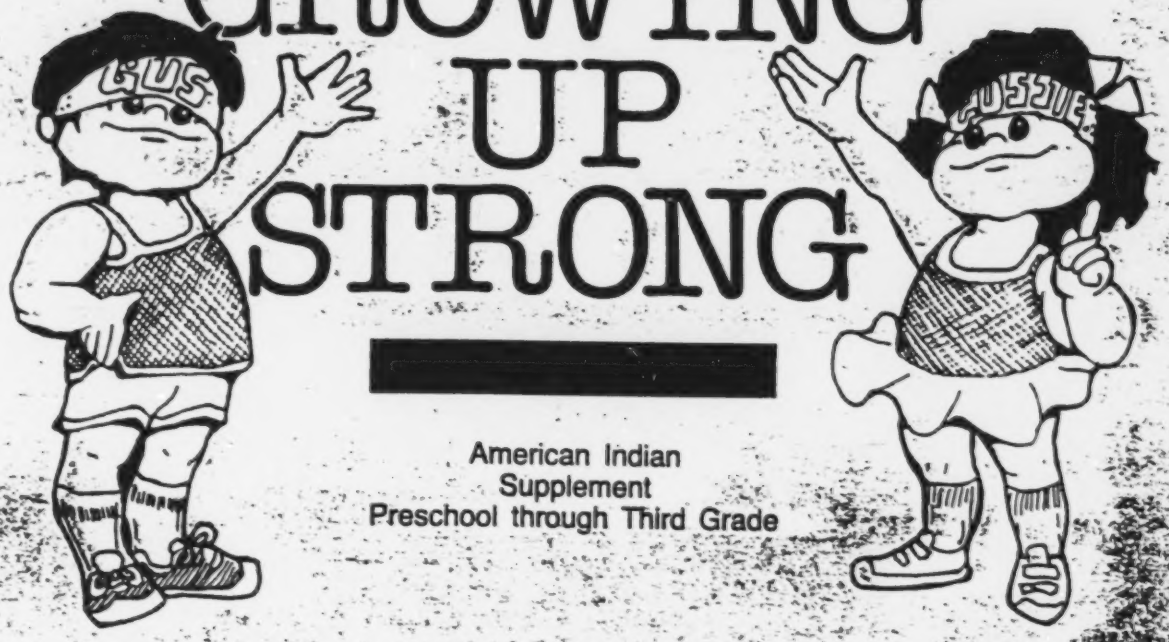
Teacher's Guide

GROWING UP STRONG



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In Coalition With:
Three Feathers Associates

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GROWING • UP • STRONG™

American Indian Supplement
Preschool through Third Grade

Funded By:
Oklahoma State Department of Mental Health
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Developed By:
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(800)522-0772 ext. 1446 (inside Oklahoma)
(800)523-7363 ext. 1446 (outside Oklahoma)

Dedication

The American Indian Supplement of GROWING UP STRONG is dedicated to Dona Clapp, Antonia Dobrec, and Kathryn Crow Helsel, the three feathers of Three Feathers Associates, with deep appreciation for their contribution to a successful coalition project.

Song of Hope

Hear the Song of Hope beating in the drum.
Hear the voices of tomorrow calling you to come.

Come my little children,
Our little Indian children.
You are the hope and future,
The future of our people.

Walk tall and proud on Mother Earth.
Walk tall and proud into tomorrow.
You are the knowledge, you are the keepers.
Teach all others the way of our people.

Hear the Song of Hope beating in the drum.
Hear the voices of tomorrow calling you to come.

You, my little children,
Our little Indian children.
You are the voices, you are the drum,
You are the Earth's New Rising Sun.

N.D. Newbrough
Sioux-Choctaw 1989

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A Multicultural Approach to Prevention

The Center for Child and Family Development (CCFD) supports the Southern Association on Children Under Six (SACUS) philosophy that, "Multicultural education is a living, growing, changing concept, responding to a living, growing, changing world." GROWING UP STRONG (GUS) is based on the assumption that all children need a sense of belonging, heightened self-esteem, life skills development, and a positive self concept. Multicultural education provides developmentally appropriate experiences for children based on both appreciation and respect for cultural differences. Respect for cultural differences is essential for decreasing discrimination based on race, sex, social class, age, and mental or physical handicaps.

Cultural stereotyping is so pervasive in contemporary society that children begin to internalize negative attitudes toward themselves or others at a very early age. Children may limit their socio-cognitive development through low personal expectations or contribute to the low self-esteem of others through discriminatory behavior. Promoting mental wellness and preventing substance abuse necessitates positive interactions between children and significant adults. Toward that end, teachers and adult family members can model multiculturally respectful behavior and demonstrate pride and acceptance of their cultures of origin.

During the 1987-1988 school year, CCFD tested the multicultural strength of Preschool GUS with eight American Indian Head Start programs. The Oklahoma State Department of Mental Health and Substance Abuse Services, Prevention Section, which funded the original pilot for Preschool GUS also funded the American Indian pilot project. Evaluation of the multicultural strength of GUS is a final step in a rigorous process of evaluation research. The test hypotheses for the American Indian pilot were as follows:

1. Children participating in the GUS Program will score higher on the desirable behaviors on the post-test than on the pre-test, showing less need for improvement at post-test.
2. Some differences could be expected between the sample groups in the original Head Start pilot project and in the current evaluation.

Note: A 53-page program evaluation report is available by request from CCFD.

Research Findings

CCFD's coalition partner, Three Feathers Associates, reviewed the preschool materials prior to the onset of the test year and suggested additional review of the evaluation instrument, the Observable Behavior Checklist (OBC) Level I. The majority of responses among the 105 programs contacted was favorable toward retaining an observation item that CCFD deemed "culturally relevant". Consequently, both the original and American Indian pilot program evaluations utilized the OBC as it appears in the Second Edition of Preschool GUS.

The final program evaluation indicated that Preschool GUS was significantly *more* effective with a predominantly American Indian population than with the original Head Start pilot, although the original pilot had a 29 percent American Indian population. The second finding--that the OBC scaled differently--was not surprising. As expected, the OBC was able to detect cultural differences. While slight differences between reservation and non-reservation programs were evident, location was not a significant finding. The scales on this page can be compared to the scaling in the Program Evaluation of Preschool GUS. The differences carry no implications for action and have not been sociologically interpreted. Comparisons of the two program evaluations were made only to test the multicultural strength of GROWING UP STRONG.

Observable Behavior Checklist Level I American Indian Program Evaluation Scales

SCALE 1

3. Plays different adult roles in dramatic play
4. Eager to make decisions and do things for him or herself
12. Uses words to express feelings, positive and negative
16. Confident, stands up for own rights when challenged
36. Offers suggestions for solving problems

SCALE 2

1. Eager to try new things
13. Verbally participates in group time
14. Expresses liking for children or adults
25. Shares when he or she has at least enough for self
31. Shows pride in accomplishments or creations
34. Says "I can do it!"

SCALE 3

6. Is willing to bargain or compromise to attain goals
10. Stays actively involved in a task until completion
17. Can get and maintain positive adult attention
19. Enters classroom activity within 10 minutes of arrival
20. When angered by adult talks to adult directly
21. Shows concern for other people with words or actions
23. Shows anger in a way that does not damage things or people
37. Takes criticism and reprimands in stride, without upset

SCALE 4

2. Prefers to play alone most of the day
7. Must be coaxed to begin before entering an activity
8. Refuses to participate in large muscle activity
* 9. Adjusts rapidly to changes in routines or people
11. Speech unclear to strangers
15. Avoids eye contact when speaking or being spoken to

SCALE 5

5. Damages or abandons classroom materials
22. Gets into fights or quarrels with other children
26. Cries for no apparent reason
27. Has temper outbursts and unpredictable behavior
28. Mood changes quickly and drastically
* 29. Takes responsibility for own actions
32. Complains of stomachache, headache, arm or leg pains
33. Leaves table in middle of snack or meal
35. Bumps into things and gets hurt

NON-SCALING ITEMS:

* 18. Spends more time with adults than with own age group
24. Seeks child to play with and plays interactively
* 30. Wets pants or has bowel movement accidents during day.

* These scores are reversed so that the scales are consistent.

Implementing GUS

The American Indian Supplement can be used with the Second Edition of GROWING UP STRONG for Preschoolers, GROWING UP STRONG for Kindergarten through First Grade, or GROWING UP STRONG for Second and Third Graders. The supplement is not intended for use without the basic GUS programs. Used alone, the American Indian Supplement is not a prevention program.

The supplement was designed for use with either a predominantly Indian or mixed classroom and for use by Indian or non-Indian teachers. Sample activities should be adjusted to the developmental level of participating children. Training, technical assistance, and program evaluation services are available, if needed, from CCFD.

Family Involvement

Indian people care about their children. The "Family Focus" handouts and special awards* are an important component of the GUS program and will be a natural extension of your current contact with families. Research findings indicate that children respond most favorably to prevention messages from their parents or significant adult family members. Use "Family Focus" for parent meetings and workshops as well as reinforcement for prevention concepts taught in your classrooms.

Gay Munsell, former Early Childhood Specialist with the Indian Health Care Resource Center in Tulsa, Oklahoma, has provided the following insights into working with Indian families.

> *Fundamental to an understanding of Indian families is an appreciation of the wide disparity in their degree of traditionalism. Depending primarily upon tribal affiliation and personal choice, families range from very traditional (speaking the tribal language and strictly observing social and religious customs) to totally acculturated. The fact that a child is* ***identifiably*** *Indian, then, does not necessarily mean that he is* ***culturally*** *Indian; for example, a child from an acculturated family may be embarrassed when asked about his tribe--he may not know his affiliation or it may be insignificant to him. At the other extreme, a child from a traditional home may not respond to questions about his Indian name--he has the information but he knows not to share it casually. Since these situations present such dilemmas for Indian children, surely the questions which create them are best avoided.*

It should be noted that the reverse may also be true--that a child may be *culturally* Indian while not readily *identifiable* as such. A child's cultural identity should not be placed in question.

Adaptable Activities

A multicultural approach prohibits a delineation of "cultural activity time". Providing culturally sensitive, developmentally appropriate activities for children should be a regular part of your classroom curriculum, not a special event. Several sample activities which can be adapted to your own population or tribe have been included. If your first response to an activity is "we don't do it that way", simply adapt or change the activity to the way your tribe would do the activity. If you are not Indian and/or are not well acquainted with Indian cultures, there are books listed in the Resource Section which may help. Asking parents or Indian community members for help is another solution. The critical point is not how knowledgeable you are; it is how respectful you can be.

Cathy Gutierrez at Texas Tech University suggests the following generic approach to "Providing Culturally Sensitive Experiences":

1. Have the children draw, paint, or sculpture the type of housing used.
2. Help the children make a costume or a part of traditional dress.
3. Cook cultural foods that permit children's participation.
4. Provide stories or books that are culturally related.
5. Teach simple songs, games, and dances from that culture. (Note: Avoid sacred ceremonials. If in doubt, ask a respected or knowledgeable source of information. Do not rely solely on books.)
6. Teach children to say, "Hello, good-by, thank you, and my name is . . . ." in the native language of that culture.

*Found only in the basic GUS kits. Contact CCFD if more information is needed.

7. Try to obtain or make artifacts true to the culture. A museum field trip is useful when followed by a classroom experience.
8. Recreate or role-play the usual modes of transportation used by the culture.

Storytelling or verbal history is an important part of many tribal cultures. A storyteller from your community is one alternative to reading appropriate stories to your children.

Sample Activities

Activity #1 **Running Message Relays**

Curriculum Area: Health and social studies

Objectives:

To demonstrate early communication techniques.
To emphasize the health benefits of exercise.
To encourage a positive alternative to substance abuse.

Procedure:

1. Ask the children how Indians "talked" to each other before telephones or mail service if they lived far apart. Possible answers are smoke signals, drums, or messengers on foot or horseback.
2. Describe message relays as similar to relay races seen at track events.
3. Help the children plot locations around the school grounds or outdoor play area for messengers to wait to receive a message to relay to the next messenger.
4. Depending on the age of the children, help them write or draw a message to be sent by runners.
5. This activity could be repeated with variations such as a single messenger who relays the message "time to go inside" to all the children.

Reinforcement:

Children who enjoy running could start a runners' club to encourage stamina and strength, instead of encouraging competition.

Activity #2 **Visual Journal**

Curriculum Area: Creative expression, art, and history

Objectives:

To encourage a positive alternative to substance abuse.
To stimulate creative expression.
To help children connect their visual journals with historical records of tribal people.

Procedure:

1. Show children photographs of petroglyphs or rock paintings of early tribes. Some tribes may have recorded histories on animal skins. (Photos are available in many histories of American Indians or from museums.)

2. Explain how important events were recorded by pictures which form a story.
3. Give children paper stapled together to form a blank book.
4. Encourage the children to record events of the day by drawing pictures.
5. Children who are willing to share their journals should be encouraged to explain their stories to the class.
6. Visual journals are most effective if they are compiled over a period of six to eight weeks.

Reinforcement:

Children who are able to write might choose to record their stories in words as well as pictures.
Expressing feelings through keeping a journal is a form of substance abuse prevention. Not all cultures consider sharing feelings verbally to be appropriate behavior.

Activity #3 **Traditional Foods**

Curriculum Area: Social studies, science, and health.

Objectives:

To foster cooperative learning.
To share a traditional experience.

Procedure:

1. Choose simple recipes for traditional foods that children can help prepare. (A recipe for fry bread is included.)
2. Help the children choose a traditional food to prepare, either for the class or for a parents' meeting.
3. Convert the recipe to pictures to make the instructions easy to follow.
4. Discuss ways that Indians cooked before modern appliances. Some examples are pots hung over a fire, beehive ovens, and clay pots.
5. To make fry bread you will need a large bowl, a large cup, and a large iron skillet.

Fry Bread

4 cups flour
8 tsp baking powder
1 tsp salt
2 cups milk
3 cups melted shortening

Mix flour, baking powder, and salt in bowl. With a closed fist, make a deep well in the flour mixture. In small portions, carefully pour the milk around the well, using hands to knead the liquid into the flour mixture. Cover with a dry cloth and let stand for 10 minutes. Pull small balls off the flour mixture and pat into flat rounds like pancakes. Fry in shortening until golden brown.

Activity #4 **Group Decision-Making**

Curriculum Area: Language arts and social studies

Objectives:

To encourage cooperative learning.
To share a traditional experience.

Procedure:

1. Make a list of classroom problem areas that children could use in group decision-making. Some possibilities are too many children wanting to use the swings on the playground, "telling" on each other, or children having arguments or personal safety issues. Positive examples are who gets to be a helper, how to celebrate a holiday, or what story to read in class.
2. Divide the class into equal groups so all children will have a turn at group decision-making.
3. Have each group work together on a solution to a problem or a happy event. The first attempts may not be successful. If the children have difficulties, ask them to describe what went wrong.
4. Have the groups present their solutions or recommendations to the remainder of the class.
5. Have a class discussion about the difficulties of group decision-making as opposed to individual choices.

Reinforcement:

If a tribal council resides in your area, ask a member to speak to the children about the difficulties of making group decisions for a large population.

If possible, implement the children's resolutions and suggestions. All the children should be praised for participating.

Activity #5 **Storytelling**

Curriculum Area: Language arts

Objectives:

To encourage language development.
To encourage creative expression.
To foster appreciation for verbal histories.

Procedure:

1. If possible, arrange for local storytellers to visit your classroom. The storyteller might be a relative of your students or an older person who remembers the stories of his youth. You may be lucky enough to have a person known as a storyteller in your area.
2. After the children have heard stories, suggest they tell stories through the GUS and GUSSIE puppets. You might want to offer topics or beginning sentences.

3. An alternative to a storyteller would be to read books to the class containing simple creation myths or explanations of natural occurences.
4. Older children could have a "round robin" in which each tells a part of a continuing story. An adventure theme is an easy one for children to keep going.

Reinforcement:

The *Just So* stories by Rudyard Kipling, which explain how the elephant got his trunk, the rhinoceros got his skin, and how other animals developed their special qualities, are a good comparison for natural explanations in another culture.

Activity #6 **Native Languages**

Curriculum Area: Language arts

Objectives:

To foster appreciation for cultural differences.
To encourage language development.

Procedure:

1. Depending on your location, there may be one or several native languages spoken. If possible, arrange to make all native languages available to your students through community representatives or family members.
2. Arrange to have children in your classroom taught to say:
    - Hello
    - Good-by
    - Thank you
    - My name is . . . .
3. For several days, encourage the children to practice by greeting each other in a specific native language.
4. Older children might want to learn the words for several common items or might have special requests for particular words.

Reinforcement:

Teach children the same words in native languages not in your area.

Arrange to have the children taught the same words in sign language, either native sign language or sign language for the deaf.

Activity #7 **Stress Management**

Curriculum Area: Health, music, and art

Objectives:

To prevent substance abuse through stress reduction.
To foster a healthy learning environment.
To encourage creative expression.

Procedure:

1. If possible, arrange a mini-concert by Indian musicians. Traditional music is also available on tapes and records.
2. Ask the children to talk about how the music makes them feel--peaceful, alert, happy, or sad. Encourage the children to move with the music.
3. Combine with an art activity by having children choose the color they associate with music and, with their eyes closed, make dots or small marks on paper. When they open their eyes, have the children connect the dots together to make a picture of what they see in the pattern of the dots. The end product may or may not be representative art. That is to say, the pictures may be recognizable or not. The objective is to experience creative expression from the feelings fostered by the music. *This could be a relaxation exercise for teachers as well as children.*

Reinforcement:

If musicians are willing to show the children how to use the instruments, they can have a hands-on experience. Some instruments can be replicated for a class project or may be available in a rhythm band collection.

Activity #8 **Craft Demonstrations**

Curriculum Area: Creative expression and science

Objectives:

To provide a positive alternative to substance abuse.
To reduce stress through creative expression.
To share a traditional craft.

Procedure:

1. Some suggested demonstration categories are beadwork, jewelry-making, basket-weaving, pottery, rug or blanket weaving, and carving. Choose crafts from what is available in your area.
2. A simple project for children to do with or after the demonstration will enhance the experience. Working in clay is a good experience for preschool children.
3. Avoid using this type of experience to provide gifts for parents. Very young children may be distressed at giving up their creations. Display all of the children's work for the class to enjoy.
4. This activity could be repeated until all craft categories have been utilized.

Reinforcement:

Modern versions of traditional crafts could be used for reinforcement. The evolution of useful objects into decorative pieces is a suggested area of discussion for older children.

Activity #9 **Community Role Models**

Curriculum Area: Social studies

Objectives:

To provide positive community role models for children.
To introduce community workers to young children.

Procedure:

1. Field trips to local businesses and organizations will permit children to observe potential role models in a natural setting.
2. If field trips are not feasible, invite potential role models to your class. Children are often impressed with the details of someone's job. A chef's hat, for example, and a demonstration of slicing vegetables might be more interesting than a person with a high status job of company president.
3. This is a project which could be spaced out during the year with one occupation or role model per month.

Reinforcement:

Preschool children would benefit from dramatic play focused on community workers by making "pretend" props available in a learning center.

Older children might make an "occupations" collage by cutting pictures from magazines and pasting them on stiff paper. Magic markers can be used to draw a favorite occupation on top of the pasted pictures. The availability of career choices is a good reinforcement for all children.

Resources

Books for Teachers

Bahti, Mark. *Pueblo Stories & Storytellers.* Tucson, AZ: Treasure Chest Publication, 1988. Adult resource on storytellers--beautiful illustrations for children.

Belting, Natalia Maree. *Whirlwind Is A Ghost Dancing.* New York: Dutton, 1974. A collection of poems explaining the elements of nature from various American Indian tribes including Iroquois, Micmac, and Shoshoni.

Blancarte, Mary Ann. *Practical Multicultural Lesson Plans -- Preschool through Third Grade.* Los Angeles, CA: Pan American Book Company, 1977.

Blood, Charles L. *American Indian Games & Crafts.* New York, London, Watts, 1981. An easy to read activity book--provides instructions for craft projects and games which illustrate Indian culture.

Derman-Sparks, Louise and the A.B.C. Task Force. *Anti-Bias Curriculum--Tools for Empowering Young Children.* National Association for the Education of Young Children, Washington, D.C. Listing of anti-bias books and curriculum.

Dunn, Dorothy. *American Indian Painting of the Southwest and Plains Area.* University of New Mexico Press, 1969. Excellent resource, beautifully illustrated.

Gates, Frieda. *North American Indian Masks: Craft & Legend.* New York, New York: Walker, 1982. Describes masks used to heal sickness, appease spirits, pray for rain, and for other purposes; includes directions for making several types of masks.

Gilliland, Hap. *Indian Children's Books.* Billings, MT: Montana Council for Indian Education, 1980. An annotated list of recommended titles presented the culture and history of the American Indian.

Greentree, Donna. *The Navajo Indian Book.* Scottsdale, AZ: Fun Publishing Co., 1975. Information about Navajo lifestyle including beliefs.

Hale, Duane Kendall. *Examples of Positive Role Models Among Oklahoma Indians.* Norman, OK: NARIS, American Indian Institute, University of Oklahoma, 1988.

Levine, Francine. *Beyond Bows and Arrows.* Alternatives for teaching different Native American tribes through dramatic play, art, games, music, and food activities. Background information provided on each activity.

Patacsil, Sharon. *Daybreak Star Preschool Activities Book.* The Olive Press. Hands-on guide to introducing children to the games and culture of the Northwest Coast Indians.

Saracho, Olivia N. and Spodek, Bernard, Editors. *Understanding the Multicultural Experience in Early Childhood Education.* Washington, D.C.: National Association for the Education of Young Children, copyright 1983, second printing December 1984.

Cultural Lessons for Native American Students Preschool through High School
American Indian Institute of Continuing Education and Public Service, Anita Chisholm, Director
University of Oklahoma
555 E. Constitution St.
Norman, Oklahoma 73037-0005
Curriculum developed by 81 educators from across the U.S. and Canada, focusing on Native American tribes, bands and people.

Books for Children

Baker, Betty. *Little Runner of the Longhouse.* Houghton, 1962. Story of a young boy and his part in the Iroquois New Year's games.

Bales, Carol Ann. *Kevin Cloud, Chippewa Boy in the City.* Chicago: Reilly Lee, 1972. Text and photos introduce the home, family, and daily life of a young Chippewa living in Chicago.

Baylor, Byrd. *Hawk, I Am Your Brother.* Aladdin Books - MacMillan, 1986. Gryphon House, Determined to learn to fly, a young Native American boy captures a hawk hoping that their kinship will bring him closer to his goal.

Baylor, Byrd. *When Clay Sings.* Scribner, Macmillan, 1972. A study of fragments of clay pots once used by the Native American of the Southwest.

Chandler, Edna Walker. *Indian Paintbrush.* Chicago: A. Whitman, 1975. Feeling like an outsider on the Sioux reservation because she's only half Sioux, Maria finds her attitudes changing as she learns traditional Indian ways.

Clark, Ann Nolan. *In My Mother's House.* Viking, 1941. A young Tewa Indian describes the homes, customs, work, and strong communal spirit of his people.

Clark, Ann Nolan. *Little Herder in Autumn.* Santa Fe, NM: Ancient City Press. Written in English and Navajo.

Cohen, Caron Lee. *The Mud Pony.* Gryphon House. A traditional Skiki Pawnee tale of faith and courage.

Depaola, Tomie. *The Legend of the Bluebonnet.* Putnam Pub. Group, 1983. When a killing drought threatens the existence of a tribe, a courageous little Comanche girl sacrifices her most beloved possession.

Depaola, Tomie. *The Legend of the Indian Paintbrush.* Putnam Pub. Group, 1987. A young Indian man dreams of creating a painting that will capture the breathtaking beauty of the sunset.

George, Elly Kree. *Please Don't Step On Me.* Cherokee, NC: Cherokee Publications, 1981. An American Indian boy is introduced to helpful insects and views them as friends.

McDermitt, Gerald. *Arrow to the Sun.* Viking, 1974. A Pueblo Indian coming-of-age myth depicts brief glimpses of Pueblo life and reflects the Pueblo art styles.

Siberell, Anne. *Whale in the Sky.* New York: Dutton, 1982. Colorful woodcuts add to this Northwest Coast Indian legend told on a totem pole.

Simon, Norma. *All Kinds of Families.* Gryphon House. The full spectrum of families are represented in a contemporary style.

Vandervelde, Marjorie. *Across the Tundra.* Montana Council for Indian Education. This Eskimo adventure story won the National Press Women's Award for the best children's story of the year.

Resource Directory

American Indian Institute
University of Oklahoma
555 E. Constitution St.
Norman, OK 73037-0005
(405)325-4127

Gryphon House
P.O. Box 275
Mt. Rainier, MD 20712
1-800-638-0928

National Association for the Education of
Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009

Olive Press
5727 Dunmore
West Bloomfield, MI 48322

Three Feathers Associates
P.O. Box 5508
Norman, OK 73070
(405)360-2919

Canyon Records
4143 North 16th Street
Phoenix, AZ 85016

Coyote Udiniou Music
434 Chautauqua
Norman, OK 73069

Music for Little People
Spring Catalog 1989
Box 1460
Redway, CA 95560

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Deborah Jones-Saumpty
Ernestine Kauley
Linda Kills Crow
Sydney Kriter
Cleta Rooks
Catherine Steele
Russell Tsoodle
Barbara Warner-Ross

GROWING • UP • STRONG™

GROWING UP STRONG (GUS) is a mental wellness and substance abuse prevention program for children in preschool through sixth grade with Spanish Bilingual and American Indian supplements. Developed by the Center for Child and Family Development at the University of Oklahoma in partnership with the Oklahoma Department of Mental Health and Substance Abuse Services, GUS is:

- ☑ **Research-based**
- ☑ **Adaptable**
- ☑ **Proven Effective**
- ☑ **Affordable**
- ☑ **Multicultural**
- ☑ **Replicable**

GUS promotes a positive self-concept through enhanced self-esteem and:

Life Skills Development

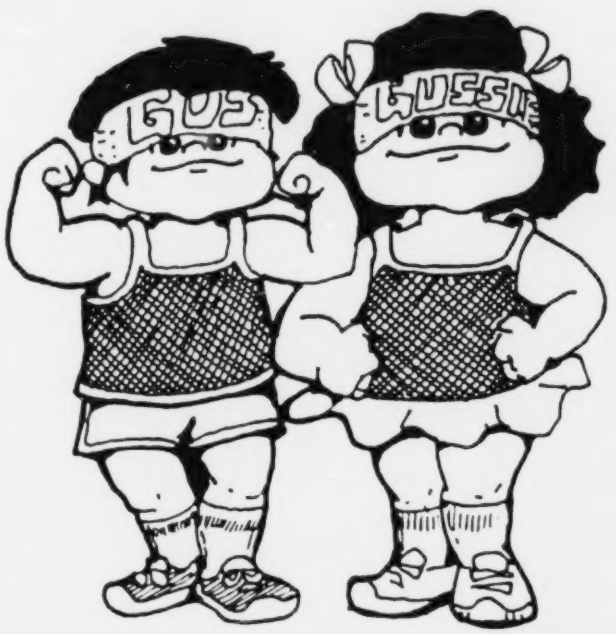
decision-making
accepting responsibility
problem-solving
assertiveness
personal safety

Family Involvement

Cross-Age Education

peer leadership
peer support

Cooperative Learning



Center for Child and Family Development
555 E. Constitution St., Suite 221
Norman, Oklahoma 73037-0005
(405)325-1446

Continuing Education and Public Service
The University of Oklahoma

2/91

Sample Activities from the GROWING UP STRONG™ Program

Spanish Bilingual Sample

Plan Now for On-Site Training

The Center for Child and Family Development offers on-site training for GROWING UP STRONG from the preschool program through sixth grade. GUS training is individualized to meet the specific needs of each school district or child development program so the costs will vary.

On-site training ranges from a two-hour overview to a comprehensive training and evaluation package. Certified GUS Master Trainers are located throughout the United States to further reduce training costs.

For additional information or to arrange on-site training contact: Center for Child and Family Development, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446; (800)522-0772 ext. 1446 (inside Oklahoma); (800)523-7363 ext. 1446 (outside Oklahoma).

GUS ORDER FORM

GROWING UP STRONG Kits

We recommend one kit per teacher. Prices are subject to change without prior notification.

GROWING UP STRONG™
for Preschoolers (Second Edition)
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Kindergarten and First Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Second and Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fourth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fifth and Sixth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

Spanish Bilingual Supplement
for Preschoolers
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

Spanish Bilingual Supplement
for Kindergarten through Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

American Indian Supplement
for Preschoolers through Third Graders
Contains a GUS folder, Teacher's Guide, and a GUS poster.
_____ Kit(s) @ $20 = $ _____

Make your check, money order, or purchase order payable to the University of Oklahoma (no cash, please). A purchase order number is required on all orders to be billed to schools, agencies, and other organizations.

Total Page 1 = $ _____

Total Page 2 = $ _____

Postage & Handling (10%) = $ _____

Grand Total = $ _____

Send your completed order to: Center for Child and Family Development, The University of Oklahoma, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446

Name _____ **Billing Address** _____

Title _____ **City** _____ **State** _____ **Zip** _____

Agency _____ **Purchase Order Number** _____

GUS ORDER FORM

Dolls, Puppets and Accessories

GUS and GUSSIE Soft-sculpture Dolls
GUS and GUSSIE are trademarks of the GROWING UP STRONG™ program. The dolls become the children's friends and confidants. Each set contains one GUS and one GUSSIE doll in a clear vinyl carrying bag. The dolls are clothed in denim shorts and GROWING UP STRONG™ t-shirts.

20" dolls are recommended for preschool through first grade.
____ 20" doll sets @ $49 = $ _____

24" dolls are recommended for second and third grades.
____ 24" doll sets @ $59 = $ _____

GUS and GUSSIE Puppets
Colorful, felt, hand puppets for use in classroom activities preschool through fourth grade. Each set contains a GUS and a GUSSIE.

____ sets GUS Preschool puppets @ $15 = $ _____
____ sets GUS Grade K-1 puppets @ $15 = $ _____
____ sets GUS Grade 2-3 puppets @ $15 = $ _____
____ sets GUS Grade 4 puppets @ $15 = $ _____

GUS and GUSSIE's Multicultural Friends
Six multicultural puppet friends for use with preschool through fourth grade.
____ sets MCF puppets @ $45 = $ _____

GROWING UP STRONG™ Buttons
Colorful buttons proclaim "I'm GROWING UP STRONG!"
____ sets of 50 buttons @ $15 = $ _____

GROWING UP STRONG™ Magnets
Vinyl covered magnets help children display their artwork and activities at home.
____ sets of 50 magnets @ $25 = $ _____

Happygrams and Award-O-Grams
Brightly colored, printed awards for positive reinforcement that children can share with their families. Packaged for immediate use.

____ *sets of 100 Happygrams @ $10* = $ _____
____ *sets of 100 Award-O-Grams @ $10* = $ _____

Total Page 2 = $ _____

Transfer this total to Page 1